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HOW NORTH CAROLINA PUBLIC AND SCHOOL LIBRARIES
ARE MEETING ADOLESCENT NEEDS

A Thesis
Presented to
the Faculty of the Department of Library Science
Appalachian State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Mary Elliott Henderson Willis
June, 1967

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by

Mary Elliott Henderson Willis

Approved by:

Harold E. Holland

Harold E. Holland
Chairman, Library Science Department

Cratis Williams

Dr. Cratis Williams
Director of Graduate Studies

Ila T. Justice

Mrs. Ila T. Justice
Associate Professor, Library Science Department

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AN ABSTRACT OF A THESIS

How North Carolina Public and School Libraries Are Meeting Adolescent Needs

The purpose of this study was (1) to discover how many North Carolina communities had been involved with disproportionate student usage of the public library during 1964-66; (2) what steps had been taken by school libraries to meet increased adolescent needs; (3) what solutions had been found by public libraries; (4) what cooperation existed between school and public libraries of the state in regard to this common problem, and (5) what improvements, if any, were needed to solve problems that still existed in connection with meeting adolescent library needs in North Carolina and further bettering conditions for both libraries and students in the state.

The investigator sent questionnaires to 676 public and secondary school librarians in North Carolina. Analysis of data from the 460 usable questionnaires returned indicated that progress had been made in library service to adolescents in North Carolina during the past few years but that there were still areas in which problems existed and improvements were needed.

More than 33 per cent of the public librarians responding had experienced adolescent misbehavior in their

libraries, and vandalism was reported by one-third.

The study indicated that there was a need for experimentation with longer hours for school libraries, more library time for students within the curriculum day, and employment of school librarians on a ten-month basis.

Complaints about mass assignments and lack of notification pointed to a need in teacher preparation and in-service training programs for a course in correlating classroom instruction with the library. Other recommendations included the following: continuing evaluation and upgrading of collections and personnel on the part of both school and public libraries; increased cooperation between school and public librarians and teachers; formation of a book catalog by North Carolina public libraries; establishment of more school periodical microfilm libraries, and the appointment of a North Carolina Library Association committee to continue study of adolescent needs and services in cooperation with the North Carolina Public Library, the North Carolina Department of Public Instruction, and the North Carolina Citizens for Better Libraries.

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Any study is dependent upon the contributions of many persons. Without the interest and active cooperation of hundreds of school and public librarians in North Carolina, this project would have been impossible. The author is indebted to Miss Cera Paul Bomar, of the State Department of Public Instruction, for her whole-hearted cooperation and her willingness to be involved and to Mr. Phillip Ogilvie, head of the North Carolina State Library, who cooperated as did Miss Bomar in furnishing mailing lists.

For their guidance, inspiration, and encouragement, the author also feels a deep sense of gratitude to the following persons: Mr. Harold E. Holland, Mrs. Ila T. Justice, and Miss Eunice Query, of the Appalachian Library Science Department; Miss Frieda Heller and Mrs. Willie Boone, visiting professors in the department; Dr. Cratis Williams, director of graduate studies; Miss Elisabeth Councill, library supervisor, Hickory City Schools; Miss Nancy Urey, of the Claremont Central High School faculty, Hickory, and Mrs. Earl L. Petrey, of Boone, North Carolina.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED . . .	1
The Problem	1
Statement of the problem	1
Importance of the study	2
Definition of Terms Used	3
II. METHOD OF INVESTIGATION	5
Sources of Data	5
Collection and Treatment of Data	5
III. REVIEW OF THE LITERATURE	7
Literature Relating to Student Use of the	
Public Library	7
Literature Relating to Cooperation Between	
Public and School Libraries	22
Limitations of Previous Studies	35
IV. THE QUESTIONNAIRE RESULTS	37
Major Problems of Student Use	38
Factors to Improve Service	46
V. SUMMARY AND CONCLUSIONS	61
Summary	62
Conclusions	63
BIBLIOGRAPHY	68
APPENDIX	74

LIST OF FIGURES

FIGURE	PAGE
1. Comparison of Interrelationship Evaluations by North Carolina Public and School Librarians . .	39
2. Major Problems in Library Service to Students at North Carolina Public Libraries, 1964-66	47
3. Comparison of Major Factors Suggested to Improve Library Service to North Carolina Students . . .	49

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

For several years educational needs of adolescent students have posed a problem for public and school libraries. Whether the public library had an obligation to serve the student after school hours has been debated, as has the question of how best school and public libraries could meet the responsibilities and challenges that came with an increase in school assignments and an overflow of students from the school into the public library.

A Wilson Library Bulletin study of 1961 completed questionnaires concerning student patrons from public libraries in fifty states and eight Canadian provinces disclosed the following major problems: "discipline problems, harassment and crowding out of adult patrons, book mutilation and theft, shortage of space, shortage of books, shortage of staff, frustrated students, and helpless librarians."¹

I. THE PROBLEM

Statement of the problem. It was the purpose of this

¹Doris Ryder Watts and Elaine Simpson, "Students in the Public Library," Wilson Library Bulletin, XXIV (November, 1962), 246.

study (1) to discover how many North Carolina communities had been involved with disproportionate student usage of the public library; (2) what steps had been taken by school libraries to meet increased adolescent needs; (3) what solutions had been found to the problem by public libraries; (4) what cooperation existed between school and public libraries in regard to this common problem, and (5) what further steps needed to be taken by North Carolina school and public librarians to meet adolescent library needs and improve existing conditions for both libraries and students.

Importance of the study. Increased leisure for both adults and adolescents has had implications for the libraries of the nation in that demands and opportunities for service in this field have increased correspondingly.

Two factors have been influential in causing the problem of student use of public library facilities to become acute in some areas of the United States, including communities of the state of North Carolina. Contributing substantially to the problem of providing adequate library services to adolescents have been a large increase in enrollment in secondary schools and curriculum changes which have required the use of more advanced and specialized library

materials.² Since there has been indication that school curricula will continue to require expanded use of library resources, it seemed expedient that attention be focused on the problem in order that school and public libraries in North Carolina might make every effort to provide adequate library service to meet student needs.

As a member of a North Carolina municipal library staff, 1952-60, the investigator became personally aware of some of the problems of student use of public library facilities. This awareness was intensified by attendance as a guest school librarian at a meeting of the Piedmont Public Library Council in Newton, North Carolina, on May 6, 1963, when a panel discussion on the problems of student use of public libraries was presented.³

II. DEFINITIONS OF TERMS USED

Adolescent. This term denoted a student enrolled in a junior or senior high school; any student in grades seven through twelve.

Library service. The total possible contribution of

²S. Janice Kee, "Identifying Student Needs and the Responsibilities of Libraries in Meeting Them," Student Use of Libraries: An Inquiry into the Needs of Students, Libraries, and the Educational Process (Chicago: American Library Association, 1964), p. 152.

³News article in Hickory Daily Record, May 7, 1963.

a library to the educational life of an individual was designated by this term.

Public librarian. This term denoted the head or a representative of a public library, either municipal or county.

School librarian. A librarian in charge of a library in a secondary school was described by this term.

Secondary school. This term was used to designate a junior or senior high school, any school with grades seven through twelve.

Standard and/or standards. When not otherwise designated, this term and/or terms should be interpreted as referring to standards set forth by the American Library Association as recommendations for school or public libraries, respectively.

Student. This term was used to designate any boy or girl enrolled in grades seven through twelve of a public school.

Teen-ager. A student in junior or senior high school was described by this term.

CHAPTER II

METHOD OF INVESTIGATION

Sources of data. Data used in this study were obtained from (1) general professional literature in the fields of education and library science, (2) replies to questionnaires, and (3) interviews with individual librarians.

Collection and treatment of data. The investigator began with a study of literature related to the problem as it had been recognized in various parts of the United States. Next, the writer interviewed Miss Cora Paul Bomar, of Raleigh, national and state school library services leader, to verify the need for this project. With the aid of her adviser in the Department of Library Science at Appalachian State University, the investigator continued a study of literature on student use of public libraries and then prepared two questionnaires, one for school librarians and one for public librarians. These questionnaires were sent to 676 school and public librarians in North Carolina. Replies were received from a combined total of 464 librarians or 68 per cent of those to whom they were sent. No replies were received from 212 librarians or 31 per cent of the total. Questionnaires were returned by 247 of the 360

secondary school librarians. Of the total of 316 public librarians who were sent similar questionnaires, there were 217 who replied. The percentage of replies from school librarians was 69, and returned checked questionnaires from public librarians amounted to 68+ per cent of those mailed. Four of the returned questionnaires of the grand total return were not usable. Data from the usable 460 responses were compiled and analyzed.

Since questionnaires and limited interviews were used as the major sources of primary information, a study of this type could not be as significant as had the investigator visited each community and gathered data. However, care was taken in an attempt to obtain sufficient information to allow for the reaching of reasonable and responsible conclusions.

CHAPTER III

REVIEW OF THE LITERATURE

Much has been written about increased use of libraries by adolescents and about the obligations and problems that public libraries have faced in attempts to provide adequate library service to both their student and adult patrons; however, only a brief summary of the work done on problems very closely related to the ones in the study will be given here.

I. LITERATURE RELATING TO STUDENT USE OF THE PUBLIC LIBRARY

A very high percentage, 97 per cent, of the public librarians responding to questionnaires in a national survey stated that they welcomed teen-age patrons.⁴ Some of the librarians welcomed the increase in patronage as a challenge. Others felt that libraries filled with busy high school students would result in an increase in funds and possibly, in building programs.

Although there have been librarians who felt that use of public library facilities by students has been an important and helpful trend, there have been complaints about the consequent work load that has fallen on the

⁴Watts, loc. cit.

shoulders of public library staff members. In many libraries in the United States limits and controls on student use have been imposed. There have been limitations on books which students may borrow, use of periodicals, hours during which teen-agers may come, and areas in which teen-agers may use materials.⁵

Increased student use has brought discipline problems and has been an occasion for concern in regard to the effect of noise by teen-agers on adult patrons and scholars. Mutilation of materials and book thefts have been attributed in part to students. Paid guards have been employed in some libraries, especially in metropolitan ones. Police have been called by some libraries to evict unruly teen-agers, and by special arrangement there have been periodic visits from a police patrol car to libraries. Curtailment of evening schedules has resulted in some communities. Despite their complaints, most public librarians have continued to extend library service to the teen-agers who have thronged their institutions. Their chief complaint in regard to student use has been mass assignments made by school teachers.⁶

Emphasizing that problems in and opportunities for

⁵Ibid., p. 248

⁶Ibid., p. 250.

providing library service to secondary school students have multiplied since World War II for both school and public libraries, McJenkin named the population explosion as one of the reasons for this acceleration.⁷ Along with the nearly 30 per cent increase in the number in the five to eighteen year age-group, McJenkin listed as contributing factors to the demand for expanded library services for students the present compulsory school attendance regulations, efforts to bring dropouts back into school, and the emphasis on need for education beyond high school. She also pointed out that closely related to the problems of population and enrollment was the explosion of knowledge. McJenkin discussed the role of school and public libraries in regard to service to students as set forth in guiding principles by the Council of Chief State School Officers in 1961, which stated that public library service may supplement but not supplant the school library, that the school has the primary responsibility for instruction in the use of libraries, and that cooperative planning in the selection and utilization of materials is the responsibility of school administrators, teachers, school librarians, public librarians, and other

⁷Virginia McJenkin, "Library Service to Secondary School Students," The Bulletin of the National Association of Secondary-School Principals, L, (January, 1966), 10.

community leaders.⁸ Inadequacy of school libraries was singled out as the major problem for secondary school students, and McJenkin brought up the fact that school libraries in major cities over the country did not meet the standards for school library programs prepared by the American Association of School Librarians in cooperation with nineteen educational and lay organizations.⁹ In addition to limited school library collections, factors described by McJenkin as contributing to the problem of inadequate library service for students included the following: unrealistic teacher assignments, sometimes made to masses of students without knowledge of what resources were available or without notification to libraries; lack of time within the school day for students to use the library; lack of enough trained library personnel, and lack of communication.¹⁰

In discussing the problem of coping with student library service needs in Los Angeles, California, Hamill pointed out the shortage of professional library personnel, funds, space, and resources, and the increasing volume of need and demand. He declared:

⁸Ibid., pp. 11, 12.

⁹Standards for School Library Programs (Chicago: American Library Association, 1960).

¹⁰McJenkin, loc. cit.

To continue on our note of gloom, we might say that things are a good deal worse than they were three, five, or eight years ago. Certainly the student population has increased phenomenally, and all predictions point to dramatic, even frightening, expansion of the number of students and of their demands on all types of libraries.¹¹

This librarian noted the recommendations of the National Education Association's Educational Policies Commission that two additional post-high school years be added to the public education program and a request from the United States Secretary of Labor that the compulsory education age be raised to eighteen years, from the sixteen year cutoff that prevails in most states. He also said that there was no indication that there would be any decrease in the pursuit of excellence in education, the enrichment of the curriculum, with its resulting implications for heavy library use.

Hamill cited the Deiches report, "Students and the Pratt Library,"¹² as being of significant importance. Essential findings seemed to indicate that adequate provision was not made for student reading materials either in the school or in the community-at-large. Other findings of

¹¹Harold L. Hamill, "Recent Developments in Library Service to Students," ALA Bulletin, LVIII (June, 1964), 489-90.

¹²Lowell A. Martin, "Students and the Pratt Library: Challenge and Opportunity," (Deiches Fund Studies of Public Library Service, No. 1 Baltimore: Enoch Pratt Free Library, July, 1963).

significance included the fact that two-thirds of library service to students was supplied by the public library and that three-fourths of the students expressed a preference for that library. Reasons given for preferring a public library were that collections were more adequate there and that the public library had more suitable hours of service and fewer restrictions and controls.

A ten-point program for improving library service to students was proposed. Hamill suggested that provisions of certain types of books for students from sources other than library collections, particularly in paperback form for purchase, should be made. Also recommended was more thorough instruction in the use of printed resources and libraries, both as an essential skill in the education of young people and as a means for getting the fullest possible return from whatever library facilities were provided. This instruction was to progress from the schools to the public library. Experimentation with longer hours for school libraries was suggested, although it was pointed out that this step would not appreciably improve the situation unless it was accompanied by a substantial improvement in school library collections. Hamill suggested a rapid push forward in development of school library facilities so that school libraries could handle the bulk of collateral and reference

reading of students.¹³

In considering the total program of library service to students, Jones pointed out that the education of the culturally deprived was a major problem and that library service to students varied according to the socio-economic level of the neighborhood in urban areas.¹⁴ Reporting on a study of library service to senior high school students in eight communities of varying social character, Jones stated that all eight schools in the survey failed to meet the recommended standards for library personnel but that there appeared to be no relationship between the number of library staff members and the socio-economic rank of the school district. There were deficiencies in neighborhood public and school libraries, particularly those located in low income neighborhoods, and it was suggested that evening hours for both public and school libraries were desirable. Suggestions for bringing the libraries up to recommended standards included increased personnel, longer hours, and more adequate book and periodical collections. The survey showed that students from districts ranking higher in the socio-economic order were more likely to use the public

¹³Hamill, op. cit., p. 494.

¹⁴Milbrey L. Jones, "Socio-Economic Factors in Library Service to Students," ALA Bulletin, LVIII (December, 1964), 1003.

library as a social center. Students preferred to use the public library, with reasons including the adequacy of the book collection, atmosphere of the library, and convenient hours. Jones pointed out that there appeared to be other important factors. For example, a school library with probably the best physical facilities was preferred to the public library by only slightly less than three per cent of the student sample, whereas the school library with perhaps the worst physical facilities was preferred by more than 40 per cent. Jones commented that it appeared likely that the key factor was the personality of the school librarian. She concluded her article with the statement that the school and public libraries must be made more attractive places for students and should be better equipped with materials for their use.¹⁵

The fact that library service to students has not been adequate and that basic book and staff needs of the nation's libraries have not been met was brought out by Castagna, who stated that the increase in the population, and especially the student population, was too obvious for any librarian to miss.¹⁶ Castagna said that the population

¹⁵Ibid., pp. 1004-1006.

¹⁶Edwin Castagna (ed.), National Inventory of Library Needs, Chicago: American Library Association, 1965, p. 1.

in the United States had doubled in the past fifty years and that Census Bureau projections indicated that it might reach 245 million by 1980. He pointed out that the nation's population reached 190 million at the end of 1963, an increase of three million over 1962, and that one-half of the net growth occurred in the school age group.

A table of public school needs updated to 1963-64 presented by Castagna showed estimated shortages of 233,400,000 volumes (in dollars, \$1,244,000,000 at \$5.46 per volume, including processing costs, or \$850,000,000 at \$3.64 per volume, unprocessed); of 87,000 librarians with fifteen hours of library training and 79,000 with six hours of training, and a shortage of books at \$106,600,000 at six dollars per pupil or \$47,800,000 at four dollars per pupil. Another table showed public libraries not meeting American Library Association standards with the following estimated shortages: 102,000,000 volumes in 4,460 libraries and 6,400 professional staff members needed by 1,439 libraries.¹⁷

Reporting on school library needs, Mahar stated that the highest percentages of schools with centralized libraries were in Florida (77.9), New York (72.4), North Carolina

¹⁷Ibid., pp. 4-5.

(85.4), and Hawaii (85.8).¹⁸ She explained that because it was the small schools which did not have centralized library service, a much greater proportion of the total number of pupils than of the total number of schools had centralized library service. Mahar pointed out that in North Carolina over 92 per cent of the pupils were served by centralized libraries.¹⁹

Drennan found that 97 per cent of public libraries in the nation failed to meet the standard for general operating expenditures.²⁰ He pointed out that of 101 North Carolina public libraries, eighty-two did not meet staff standards. In 1962-63 there were 160 professional staff members employed in these North Carolina public libraries, which needed 407 more to meet library standards, these staff inadequacies representing a dollar gap of \$2,442,000. In this survey North Carolina had only two secondary schools which reported having no centralized library. Of the 101 public libraries in the state, ninety-four did not meet the volumes standard. The total number of volumes reported was 3,824,889 with 6,982,786 required to meet the standard, a

¹⁸Mary Helen Mahar, "Inventory of Library Needs-- School Libraries," National Inventory of Library Needs, p. 28.

¹⁹Ibid., p. 29.

²⁰Henry T. Drennan, "The Public Library Service Gap," National Inventory of Library Needs, p. 41.

gap of 5,147,897.²¹

In a survey of total library resources available to young people of high school age in a very limited region of twenty-seven Chicago suburban communities, Fenwick found four patterns of library development. The first pattern included high schools with good libraries and well developed public library service with good collections and practically no restrictions on service to high school students. She found that heavy demands were made by students in public libraries of this group. She reported that "problems cluster around the usual focus of irritation in school and public library relationships--the term paper and the resultant drain on resources, staff, time, and seating space in the public library."²² The use of periodicals by students was particularly heavy because in two schools in the group, school library holdings dated back only five years. The reported use of career information in the public library seemed to indicate that the school library's excellent collection of such materials was not readily accessible or could not be used at a time convenient to the students. It was also pointed out that this usage might have reflected

²¹Ibid., p. 43.

²²Sara Innis Fenwick, "School and Public Library Relationships," New Definitions of School-Library Service (Chicago: University of Chicago, 1960), p. 66.

a simple preference for the public library because of the opportunity to visit with friends or to browse among the more extensive book collection available there.

The second pattern described consisted of suburban communities with a relatively stable population but with less wealth and more industry. It was found that book collections in both libraries were weak in the subjects of greatest need in reference material and in up-to-date non-fiction on subjects of current interest and significance. In both libraries there was restriction on free use of the collections by high school readers. Kept in the librarian's office in one library were books on family living, novels which then or in years past had excited criticism, including Grapes of Wrath, one of the encyclopedias, and the college catalogues.

Represented in the third pattern were communities which had experienced rapid growth in the past decade. Each of the schools had inadequate budgets and was still engaged in building a basic collection. The public library collections were also inadequate, particularly in the area of reference periodicals.

The fourth pattern of library service was found in a planned community, where the high school had a small collection of about 7,000 books and minimal holdings of periodicals. Although it had been in existence only about

five years, the public library had an excellent collection that received phenomenal use. The author stated that all the irritating problems mentioned earlier were present in the public library. Heavy demands by students were attributed partially to the fact that the high school library collection consisted mostly of titles from basic selection aids.²³

In the community just described the public librarian was reported to have taken steps to establish relationships to make for more harmonious service. General conclusions from the survey included the fact that school pamphlet collections were at a minimum except for vocational pamphlets and that school librarians needed to remedy this. There were fewer reports from public libraries of serious pressures from heavy use of materials and facilities by high school students in larger, long-established communities. More communication between public and school staffs was noted in larger libraries. Lengthening the school hours of library service was suggested as an important development where the facilities were available in the school but not accessible because of schedules in the school day or other factors.²⁴

²³Ibid., p. 70.

²⁴Ibid., p. 71.

A common problem of school and public libraries in regard to student use was described by Burbank as follows:

Too often the school and public libraries have been the victims of a well-meaning teacher's assignment requiring all of his pupils to find materials available in but a handful of books. When the librarian has not been notified, the first students to get to the library walk off with the books, leaving the rest of the class unable to use the materials.²⁵

Speaking in particular of the position of the school librarian and how it could be improved, thus indirectly affecting library service to students, Burbank said that the attitude of the administrator toward the librarian can do much toward helping her establish her rightful place among the other faculty members. The good administrator will be aware of the pressure on library facilities; when the facilities are strained, he will encourage teachers within a department to coordinate their plans and to stagger their assignments.²⁶

Dunkley commented that a common problem that librarians face is unrealistic assignments. She suggested that much can be done to influence assignments if a librarian asks to meet with all teachers in a department to discuss

²⁵Sarah A. Burbank, "The School Library, a Showcase for Teamwork," The High School Journal, XLVIII (January, 1965), 280.

²⁶Ibid., p. 281.

the matter.²⁷

Similar comments were made by Gaver, who stated:

Many teachers do not understand the role of the school library in the modern school or are apathetic in accepting any part in it. Most institutions of higher education which have teacher-education programs lack the basic resources needed to orient future teachers and school administrators to the role the school library/instructional materials center can play in their future success.²⁸

The preceding statements were conclusions drawn by Gaver, as a result of reading literature on teacher education and school libraries and preparing a preliminary analysis of data gathered by a standing committee of the American Association of School Librarians for articles in the ALA Bulletin. Quoted was information gained in testing of 4,170 college seniors on familiarity with libraries. Tests were given to students from sixty-nine institutions in thirty-eight states. Analyzing results, Perkins declared:

Prospective teachers are not capable of using library materials adequately, and their knowledge of the available library resources is limited. It might be well to repeat that although prospective teachers were sampled in this study, it is highly unlikely that any other group of college students would prove to be

²⁷Frances H. Adams, "Librarians Work at Their Problems," Better Libraries Make Better Schools (Hamden, Connecticut: The Shoe String Press, Inc., 1962), p. 20.

²⁸Mary Virginia Gaver, "Teacher Education and School Libraries," ALA Bulletin, LX (January, 1966), 63.

superior in their knowledge of library fundamentals.²⁹

After pointing out problems and weaknesses of programs to familiarize teachers with libraries, Gaver recommended a future course for school and public librarians that had been first proposed by Sullivan,³⁰ as follows:

Let the school librarians now in the schools concentrate on in-service education by which they can help classroom teachers and school administrators sharpen the skills which they bring to the school. Difficult as this may seem to many school librarians, it can be done and will very possibly in the school library of the future be their most important function. Public librarians, much as they may object to mass assignments and other very real difficulties which they have had to suffer at the hands of students and teachers, should continue and expend their efforts to find ways of working effectively with schools to help provide the library service that students need.³¹

II. LITERATURE RELATING TO COOPERATION BETWEEN PUBLIC AND SCHOOL LIBRARIES

Lack of communication between school personnel and public library staff members has been considered by many librarians as the most serious aspect of the student problem. Contributing factors to the lack-of-communication problem have included the fact that school librarians have

²⁹Ralph Perkins, The Prospective Teacher's Knowledge of Library Fundamentals (New York: The Scarecrow Press, 1965), p. 199.

³⁰Peggy Sullivan, "School Library Service," The Library Reaches Out, Kate Coplan and Edwin Castagna (Dobbs Ferry, New York: Oceana Publications, 1965), pp. 241-65.

³¹Gaver, op. cit., p. 71.

not been members of school curriculum groups, that teachers have failed to cooperate with librarians in the provision of library materials needed, and that school and public librarians in a community seldom work together to put into effect interlibrary loan systems and other exchanges of services.³²

Commenting on the need for establishment of good face-to-face communication, Dane said in part, "nothing takes the place of two librarians sitting down together to work on a common problem."³³ He suggested that the school librarian make the overture and that there were countless ways in which the school and public library could work together.

Where there has been school/public library cooperation, it has most often taken the form of joint committees or distribution of brochures or other documents. A number of public libraries have sent out general information about library hours, form letters to teachers, administrators, parents, or students, reading lists, and copies of library rules as they apply to student use.

³²S. Janice Kee, "Identifying Student Needs and the Responsibilities of Libraries in Meeting Them," Student Use of Libraries (Chicago: American Library Association, 1964), p. 164.

³³Chase Dane, "Face to Face," School Library Journal, VIII (January, 1962), 18.

In a paper presented at an American Library Association conference in 1963, Kee made the following statements:

Cooperation and communication are fine, and can contribute greatly to the solution of the national problem of too little library service for the country's millions of students. All librarians from all types of libraries can ill-afford to lessen their efforts to work together. The complex of problems surrounding student use of libraries, however, will be solved only when all types of libraries are greatly strengthened and their services more clearly and sensibly coordinated. This is no small task.³⁴

In assessing progress toward solving some of the problems arising from increasing student use of public libraries, Hamill pointed out that there was evidence to support the fact that at times public and school librarians not only got through to each other but that both got through to teachers and, to some extent, even to school administrators. An example cited was of a reading expert addressing the American Association of School Administrators and telling them that one of two fundamental conditions necessary for good teaching of reading was an outstanding library program. Hamill also called attention in what he called the "good news department" to federal aid to libraries. He said that while librarians could count on the federal government to aid in attacking the problem of building up library resources, local groups should also support library programs, and that the only real solution

³⁴Kee, op. cit., p. 169.

to the problem of service to students lies in upgrading of all types of libraries.³⁵

Another suggestion made by Hamill was the establishment of a coordinating council on student reading materials for a particular area, composed of school officials and teachers, school librarians, and public librarians. The purpose of this council would be to develop a unified interagency approach to a joint responsibility, the provision of reading materials to students. Hamill suggested that planning should be on an areawide, statewide, and nationwide basis, and that the American Library Association start on a project or plan for growth and development of libraries. He emphasized that all the good will in the world would do no good without money and that librarians must become more articulate and more political in advertising to the public the problem of library service.³⁶

Although conceding that staff shortages and lack of adequate funds continued to be problems in library service to students, Hamill pointed out that there had been a gain in awareness of the total problem and that it was being widely studied and documented. He called attention to a two-year objective study of the status of school libraries

³⁵Hamill, op. cit., p. 493.

³⁶Ibid., pp. 494-496.

throughout California and to the three-phase program of the Knapp School Libraries Project, a five-year project planned to demonstrate the value of excellent school libraries to the total school program. Hamill stated that there was evidence in different parts of the nation that libraries were taking positive action to adapt their programs to the student use situation.³⁷

One of the most significant projects has been a pilot program between the Enoch Pratt Free Library and the public schools in Baltimore, Maryland.³⁸ An experienced professional staff member, Janet Stevens, was appointed by the Pratt Library as a full-time school liaison librarian in September, 1963. Meetings were held between a team from each of the schools, which included the principal and the school librarian, and the director of the Baltimore secondary schools, the director of city school library services, and the liaison librarian from the Pratt Library. Each program planned was keyed to the individual school and the curriculum of the participating department. Other meetings were held between public library and school personnel as the experiment continued.

As a result of the pilot study, a permanent position

³⁷Ibid.

³⁸Janet R. T. Stevens, "Pratt's Service to Students," Wilson Library Bulletin, XXXIX (January, 1965), 384.

of school liaison librarians was approved in the Pratt Library's budget in the fall of 1964 and the Baltimore Department of Education scheduled Teacher-Public Library Orientation meetings with attendance on a volunteer basis during September of that year. Stevens declared that "communication and liaison have been strengthened between the public school system and the public library in their mutual effort to provide our young people with the tools they need to continue their education."³⁹

The Pratt Library did not stop with increased communication and cooperation with the schools of the area in efforts to deal effectively with students. With the aid of federal funds, this library is now planning a supplementary education center for students. Director Castagna explained that the first Deiches Study of the Pratt Library, made under the direction of Dr. Lowell Martin, showed, in effect, that the public library had become the school library. He found that 55 per cent of Pratt's patrons were students using the library in connection with school-related work, and that these students were making use of about 65 per cent of the library's services. Anticipating even further increase in the student population, Pratt has planned a library reference center for secondary students

³⁹Ibid., pp. 385-388.

on a scale never before realized.⁴⁰

That cooperation between school and public libraries was increasingly important and worthwhile was a view also held by Adams, who stated that school libraries were finding that they needed to take the initiative in numerous ways in their communities.⁴¹ Ways in which school libraries were working with public libraries to establish harmonious relationships were reported to include the following: sharing curriculum materials and book lists so that the public library might know the school's program better; encouraging student leadership in developing codes of conduct in public library situations so that the community library might be as efficient as possible in meeting pupil needs, and helping to ease situations in peak hours by finding school people who could serve as part-time personnel in the public library. It was also stated that in some communities school librarians worked with youth councils because they realized that when pupils used school or community libraries as purely social centers to a degree that appeared to lessen their usefulness for others, the condition could be a symptom of need for additional suitable

⁴⁰Edwin Castagna, "Involvement in Federal Programs," Wilson Library Bulletin, XLI (January, 1967), 481.

⁴¹Adams, loc. cit.

places of activity for adolescents. In the latter case, the problem would need to be considered by a civic group.⁴²

An interesting example of how a public library sponsored student group activities was cited by Watts. She said that the Freeport Memorial Library, Freeport, New York, has had for a number of years a Teen-age Council which plans and conducts programs for other teen-agers and publishes its own booklet of reviews.⁴³

Another important suggestion for public and school library cooperation was set forth as a result of the Fenwick survey. This study showed that there was a rich field for more formal cooperation in the process of selection. In large city systems school and public librarians serve together on book-evaluation committees to the profit of both.⁴⁴

McIntyre offered an excellent example of cooperation between schools and public library staff members over a period of years. Reporting on the library situation in Dade County, Florida, he said that cooperation between school and public libraries has become a tradition there. Reciprocal services cited included 1) loans of public

⁴²Ibid.

⁴³Doris Ryder Watts, "The Library and the Teen Age," Wilson Library Bulletin, XXVIII (March, 1964), 570.

⁴⁴Fenwick, op. cit., p. 74.

library books to schools to serve as interim libraries; 2) preparation of debate bibliographies; 3) selective check-lists of recent books for children and young people; 4) participation by the public library with the school in teaching library orientation; 5) regularly scheduled visitations by the public library staff to elementary schools; 6) school class visits to the public library, and 7) joint experimental studies.⁴⁵

More than a decade ago the Miami Public Library came to the aid of schools of the area when many schools had to be built rapidly and books were needed to set up libraries. The bookmobile would deliver a collection and later change it between schools. The practice in 1965 was for the public library to make classroom loans of twenty-five books occasionally for a period of a month, and in some cases multiple book loans to teachers were handled through the school librarian for a semester or a school year. McIntyre also pointed to an important joint public and school library book selection project.

At the annual orientation program for the eight to nine hundred new teachers of Dade County, Florida, each year, both public and school librarians participated in the interpretation of county-wide library opportunities for teachers.

⁴⁵John P. McIntyre, "Library Cooperation in Dade County," ALA Bulletin, LIX (June, 1965), 540.

Books were displayed, and printed material was distributed at a table in the orientation center. During the year, work with senior high schools included the public librarians keeping in touch with the county supervisor of language arts, senior high school librarians, language arts department heads, and debate coaches. By means of personal conferences, the public librarians suggested materials worthy of duplication in the schools and encouraged student use of public library facilities on an individual basis rather than for mass assignments which the library was not equipped to handle. Either school class visits to the public library for a special purpose or monthly trips for borrowing and returning books were arranged by advance notice. When it was proposed several years ago that school librarians extend services to evening hours, the public and school libraries planned cooperatively to open during the evening only those high school libraries located in communities where the public library did not provide adequate service during evening hours.⁴⁶

When it became necessary for the Dade County schools to institute a centralized order and cataloging system ten years ago, the public library Technical Processes Department conducted an experimental study by ordering, cataloging, and

⁴⁶Ibid., p. 542.

processing books for one school library to obtain data for the county schools library supervisor. Annually, the Miami Public Library, the University of Miami Library, and other library agencies cooperated with the Dade County senior high school librarians to offer a Library Career Day. A limited number of student library assistants had one day of experience in a library other than a school one.

Cooperation such as that described in Dade County, Florida, has been recommended for public school libraries in other localities. For example, in a recent survey of the public libraries in a North Carolina county, the following significant statements on public school library cooperation were made:

Since both the school and public libraries serve the students, it is essential that the services and book collections of each complement and supplement each other to the greatest degree possible. To make the best use of funds available, both school and public library officials responsible should make every effort to develop guidelines and policies regarding each institution and maintain close liaison in the book selection and program development process.⁴⁷

Student use of public libraries in North Carolina and cooperation between school and public libraries of the state were discussed at some length in the June, 1958, issue of North Carolina Libraries, official publication of the

⁴⁷Kenneth F. Duchac and H. Thomas Walker. Survey of the Public Libraries of Catawba County, North Carolina (Chicago: American Library Association, 1960), p. 51.

North Carolina Library Association, under the heading, "Teen Agers in the Library." Although interesting and probably current to the degree that some of the complaints made then by public librarians would still reflect conditions in some libraries, comments in regard to student use and conduct in public libraries would need to be updated to have significance for this study. It is significant that "cooperation" was a key word in the report of Calvin, when he pointed out that "we have not solved the student discipline problem, but we have made progress. . . ." Calvin stated in part, "We have had wonderful cooperation from Dr. Elmer H. Garinger, Superintendent of Schools. We met with all the principals of the junior and senior high schools, and secured their suggestions and cooperation regarding a memorandum to teachers. . . ." He also said that meetings had been held with the presidents of the student bodies of the senior high schools and they had been "most cooperative." One student council established a monitoring system in a branch library near the school. If the monitors observed misconduct, the student was called before the student council. In case a student was reported three times by student monitors, the principal expelled him from school.⁴⁸ In a letter to teachers, Calvin asked

⁴⁸"Teen Agers in the Library," North Carolina Libraries, XVI, (June, 1958), 108.

their cooperation in avoiding certain practices and assignments which indirectly cause problems, such as mass assignments and assignments to "bring pictures to illustrate." At that time the Director of Libraries for the Charlotte City Schools suggested that the North Carolina Library Association set up a committee of public and school librarians from sections of the state in which a problem existed to study the problem and "through cooperative planning" make recommendations concerning discipline of high school students in public libraries.⁴⁹

Carroll was conscious of the contributions public libraries have made to the public school program in North Carolina and acknowledged some of these contributions in a letter to county and city superintendents of schools in 1958.⁵⁰ In this letter Carroll had the following statements in regard to ways in which public and school libraries could work together to develop lifetime users of books and libraries:

It is recognized that public library services are directed toward meeting the reading needs of the general public, whereas school library services are concentrated upon meeting the curricular and personal reading needs of school-age children. There are many areas of mutual interest for public and school libraries, and promising practices can result from cooperation in such areas as

⁴⁹Ibid., p. 109.

⁵⁰Ibid., p. 110.

book selection (sharing book reviews and identifying subjects and titles in demand); reading stimulation activities (book exhibits and fairs, displays, and other publicity); public library visits by students; and school visits by public librarians.⁵¹

III. LIMITATIONS OF PREVIOUS STUDIES

Previous survey studies of the problem of student use of libraries examined by the investigator failed to approach the problem in depth from the standpoint of school librarians. Neither did the studies attempt to cover various aspects of the problem in all communities of a single state. Investigation did not reveal comprehensive research into the problem as studied in all North Carolina communities having a school or public library or both. The American Library Association "Conference-Within-a-Conference", held July 16-18, 1963, at Chicago, Illinois, resulted in excellent and provocative papers on student use of libraries.⁵² However, data pertaining to student use of libraries in North Carolina were not included. The ALA Conference-Within-a-Conference appeared to have as one of its purposes the stimulation of interest in student use of libraries and further study of the topic. In the present

⁵¹Ibid., p. 111.

⁵²Student Use of Libraries: An Inquiry into the Needs of Students, Libraries, and the Educational Process (Chicago: American Library Association, 1964).

study an attempt was made to obtain data and opinions on library service to students from school and public librarians in all sections of North Carolina. To the writer's knowledge, a study of this scope that required the cooperation of active public and school librarians and based conclusions on their experiences had not been done previous to the investigator's research.

CHAPTER IV

THE QUESTIONNAIRE RESULTS

Major primary sources of information in this study in regard to how North Carolina public and school libraries were meeting adolescent needs were detailed questionnaires sent to public and school librarians in the state. Response to the 676 questionnaires sent by the investigator indicated considerable interest in the topic of satisfactory library service for adolescents on the parts of both school and public librarians. With questionnaires having been returned by 69 per cent of the school librarians to whom they were sent and by more than 68 per cent of the public librarians, it appeared reasonable to conclude that the answers reflected the experience and opinions of at least two-thirds of the heads of public and secondary school libraries in North Carolina.

The two groups queried differed significantly in answer to the question, "Is library service to adolescents adequate in your community?" A total of 123 or more than 49 per cent of the school librarians replied in the affirmative, whereas only 80 or 31 per cent of the public librarians considered service to student library users satisfactory. Checking the negative reply were 94 or 38 per cent of the school librarians and 120 or 55 per cent of the

public librarians. A total of 214 indicated that for some reason or reasons library service to adolescents in their communities was not adequate, whereas only 203 implied satisfaction with library service to teen-agers in their areas.

School librarians also gave a more favorable picture of relationships between the two library staffs, with 105 or more than 42 per cent of the school librarians checking "excellent" as best describing relations between the school and public library staffs. Almost 39 per cent or ninety-five of the school librarians checked "good". Other responses included fifteen school librarians or 6 per cent checking "fair"; twelve or almost 5 per cent marking "poor", and twenty or 8 per cent failing to make a choice at all.

A total of seventy-five or 34 per cent of the public librarians described their relationship with school librarians as "excellent"; sixty-eight or 31 per cent checked "good"; twenty-nine or 13 per cent chose "fair", and nineteen or 8 per cent marked "poor". Thirty or 13 per cent failed to respond to this question. A comparison of evaluations of relationships of the two staffs is given in Figure 1, on page 39.

I. MAJOR PROBLEMS OF STUDENT USE

As might have been expected, public librarians were more aware of problems which have accompanied increased student usage of public library facilities in North Carolina

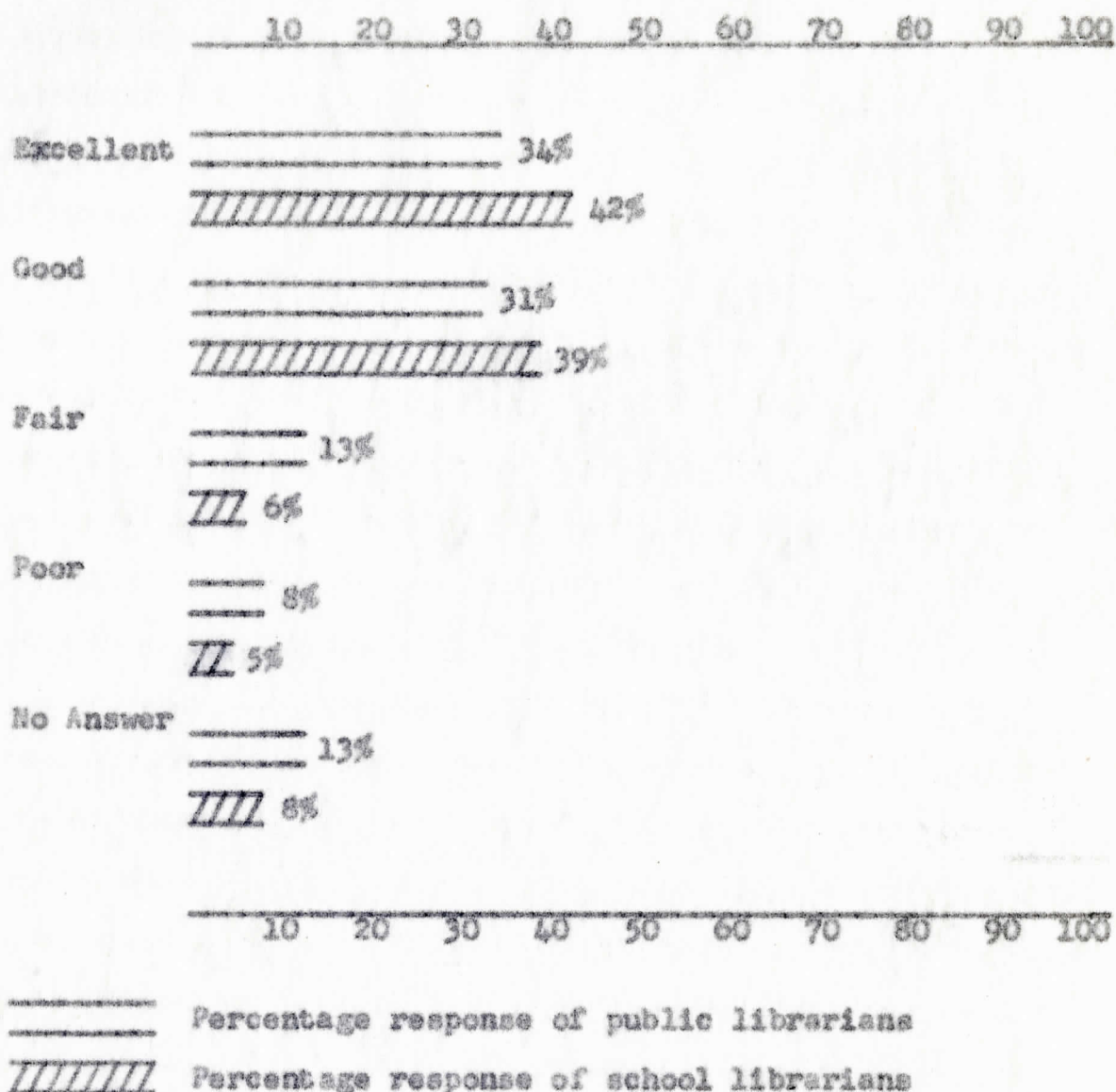


FIGURE 1

COMPARISON OF INTERRELATIONSHIP EVALUATIONS BY
NORTH CAROLINA PUBLIC AND SCHOOL LIBRARIANS

communities. Only forty-nine or 15 per cent of the school librarians returning questionnaires had heard of any student misconduct in public libraries of their communities during the past two years. However, seventy-seven or more than 33 per cent of the public librarians responding had experienced adolescent misbehavior in their libraries during the same two-year period. In some cases the response from the public library of a particular locality indicated unsatisfactory conduct on the part of students, but the reply from that community's school librarian or librarians denied knowledge of any adolescent misbehavior. This seemed to indicate a lack of effective communication.

Vandalism, usually in the form of "clipping" or removal of books or other materials, on the part of students had been experienced by seventy-two or one-third of the public librarians. However, only fifty-nine or 23 per cent of the school librarians were familiar with this problem as one faced by the public libraries during the past two years. Similarly, but in greater degree of discrepancy, only nineteen or 8 per cent of the school librarians were aware that public library space was being monopolized by teen-agers, although fifty-six or 26 per cent of the public librarians had been bothered with this problem during the last two-year period.

Of the public librarians responding, forty-eight or

22 per cent checked that the library was used as an evening social gathering place for teen-agers. One librarian added the comment, "Is this bad?", indicating her apparent approval.

Only thirteen or 6 per cent of the public librarians checked that student misconduct and/or vandalism had been serious enough to warrant some form of police or guard protection during the past two years. Most of the incidents had occurred in larger communities of the state, where public libraries maintained evening hours. One librarian in a metropolitan area stated that regular guard protection prevented serious student misbehavior. Another librarian commented that two trustees were "on duty" each night the library was open. One explained that a police officer had been on duty at the public library there from 6:30 to 9 p.m. for the past three years and that this arrangement had resulted in "more serious use of the library." Another librarian responded with a question mark, adding in regard to the query about misconduct being serious enough for guard or police protection, "So far 'no' but we may have to do so!"

One public library in the group reporting serious student misconduct and/or vandalism added the following comments:

The situation is not as bad as it was about three years ago, when student misuse of the library reached crisis proportions. We took the following steps:

1. Full-page story in the newspaper. Pictures of

vandalism. This was a deliberately shocking story--the writer, with our encouragement, was very blunt in his description of what was going on at the public library. 2. Enlisted the aid of responsible student groups, including the school newspaper staff. 3. Informed all students that we expected them to observe the regulations which all adults observe. 4. Suspended library privileges of those who consistently violated the rules. The situation has much improved.

Both school and public librarians in large numbers were aware of problems arising as a result of mass assignments by teachers. Thirty-one per cent or eighty-eight of the school librarians were familiar with this particular problem for public libraries, and 171 or 69 per cent of the school personnel indicated that service could be improved by a more realistic attitude by teachers regarding mass assignments and materials available. A total of 109 public librarians or 50 per cent of those returning questionnaires selected teacher cooperation in not making mass assignments as a factor that would improve library service to students.

Failure of teachers, either themselves or through their school librarians, to notify their public libraries of assignments to students was considered a major problem. School librarians indicating that teacher cooperation in this respect would be a factor for library service improvement numbered 176 or 71 per cent. A total of 151 or 68 per cent of the public librarians checked this response.

There were thirteen public librarians who expounded at the end of their questionnaires on the need for advance

notice of assignments, particularly when a whole class or classes were given the same work to do. Staggering of units was suggested specifically by eight public librarians.

Twenty-nine public librarians added elaborations on the need for teachers to familiarize themselves with school and public library holdings before making mass assignments that frustrate students, librarians, and parents. Typical comments were that teachers sent students to public libraries for materials or information without first checking to see whether material was available and that often teachers gave blanket assignments to a class or several classes at one time. Commenting on unrealistic assignments, one public librarian stated, "When every school in our three-county area has a unit on trees, insects, three-act plays, etc., at the same time, it is not realistic to assume the public library can supply sufficient material." Other typical comments included the following: "If only all the students didn't have to read mythology the same month!", "Our major problem is in explaining to parents why we do not have sixty copies of Jane Eyre or Profiles in Courage," and "The teacher who gives the same assignment to many students in several classes should come to the library to help with the research."

One librarian declared that two years ago she attended a county-wide teachers' meeting and presented to that body

this problem of supply and demand in regard to mass classroom assignments. Several book lists on various subjects were presented to give an indication to the teachers of the type of material available at the public library. Staggered classroom assignments were urged, and it was suggested that teachers notify school and public library personnel if their resources were to be used by many students. The librarian reported that the effort was "to no avail," however.

Another librarian described frustrating situations when students from nine high schools descended with practically the same assignment. Personnel at some public libraries reported that they had had to restrict the circulation of groups of books when teachers made assignments of the same topic to 150 students but that often most of the books had been checked out for a period beyond the assignment date before the great demand became apparent.

The director of a large library system had a major complaint in regard to teacher-assigned, illustrated booklets that have resulted in mutilation and loss of public library materials. He stated that in 1965-66 that library had between thirty and forty Civil War books "terribly mutilated" because of this problem and that one-third of the books could not be replaced because they were out-of-print. He reported further that for 1966-67 illustrated papers on art were required in that community, and many of

the library's expensive art books were badly mutilated. Expressing the wish that the State Superintendent of Schools would issue a directive outlawing illustrated papers or booklets in the schools, (Note: Dr. Charles F. Carroll did issue a directive discouraging such assignments in the fall of 1966, the communication to superintendents and schools having been the result of a flood of mail received from students by various state agencies, that were requested to send information), he continued:

This will never stop as long as illustrated papers are required. Local school administrators are aware of this damage. Our mutilated books were circulated to the schools so that the teachers might see them. Many problems could be solved if school library supervisors and library personnel would get together and discuss common problems and jointly make recommendations to school administrators for changes which would alleviate some bad situations.

Six public librarians complained that school libraries in their communities were not open at the beginning and end of school. They suggested that having school libraries open during the entire school year would help to lift the heavy burden of student traffic at the public library. The loss of library books and difficulty of getting teen-agers to return books on time were brought up by some librarians, and six stated that they would welcome more cooperation from schools in helping to recover overdue books. One public librarian commented that secondary schools in that area did not return public library books. However, both

groups of librarians in very high percentages checked that one service they rendered was the return of books to the proper institution. A total of 219 or 88 per cent of the school librarians indicated that they returned public library books found at their schools. The percentage of public librarians who returned school books was 89 or a total of 194 individuals.

As noted earlier, school and public librarians differed somewhat in awareness of some of the major problems connected with public library service to adolescents in North Carolina during the past two years. In Figure 2, these major problems are presented, accompanied by the percentages in each group that considered them outstanding deterrents to satisfactory library service.

II. FACTORS TO IMPROVE SERVICE

The importance of teacher cooperation and communication in regard to assignments to students was emphasized by both public and school librarians. In considering factors that could improve library service for adolescents, both groups placed "more cooperation regarding advance notice of assignments" and "more realistic assignments" above increases in library materials and personnel and also gave teacher-assignment-cooperation priority over extension of school library hours.

A total of 176 school librarians, representing 71 per

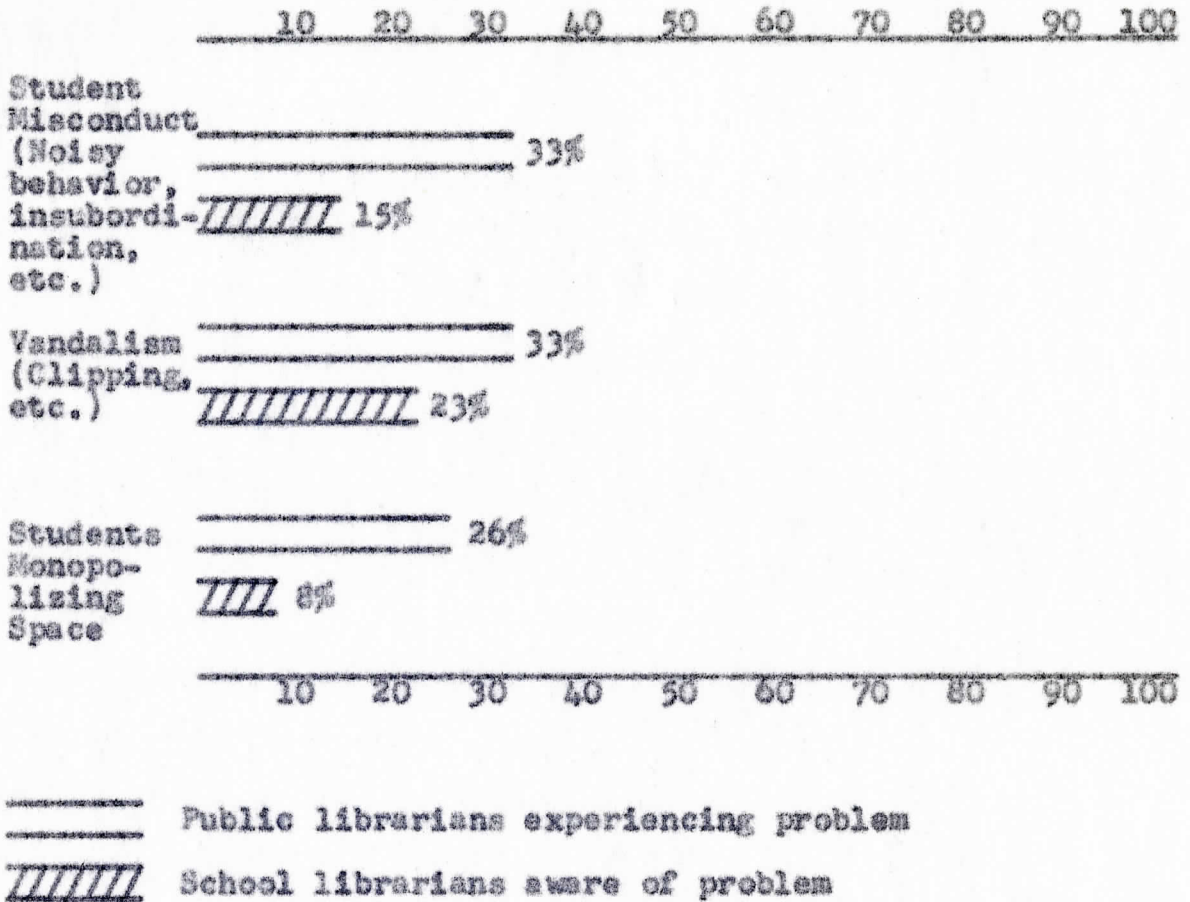


FIGURE 2

MAJOR PROBLEMS IN LIBRARY SERVICE TO STUDENTS
AT NORTH CAROLINA PUBLIC LIBRARIES, 1964-66

cent of their group, checked as a factor that could improve service "more cooperation by teachers in keeping school and public librarians informed regarding assignments." There were 151 or 68 per cent of the public librarians who marked this area as one that needed improvement. School librarians indicating that "more realistic assignments" could be a factor for improvement numbered 171 or 69 per cent of the group. A total of 109 or 50 per cent of the public librarians checked this factor on their questionnaires.

Favoring as a factor for improvement an increase in school library materials were 123 or 59 per cent of the school librarians and 119 or 55 per cent of the public librarians. Only fifty-five or one-fourth of the public librarians indicated that an increase in school library personnel would help to improve problems connected with student library service.

Longer hours for school libraries were favored by eighty-seven or 40 per cent of the public librarians but by only sixty-five or 26 per cent of the school librarians. A comparison of how the two groups of librarians stood in regard to suggested major factors for improvement of library services to North Carolina students is presented in Figure 3.

There were many suggestions for improving library service to students written by both public and school librarians in response to Questions 12 and 10 at the end

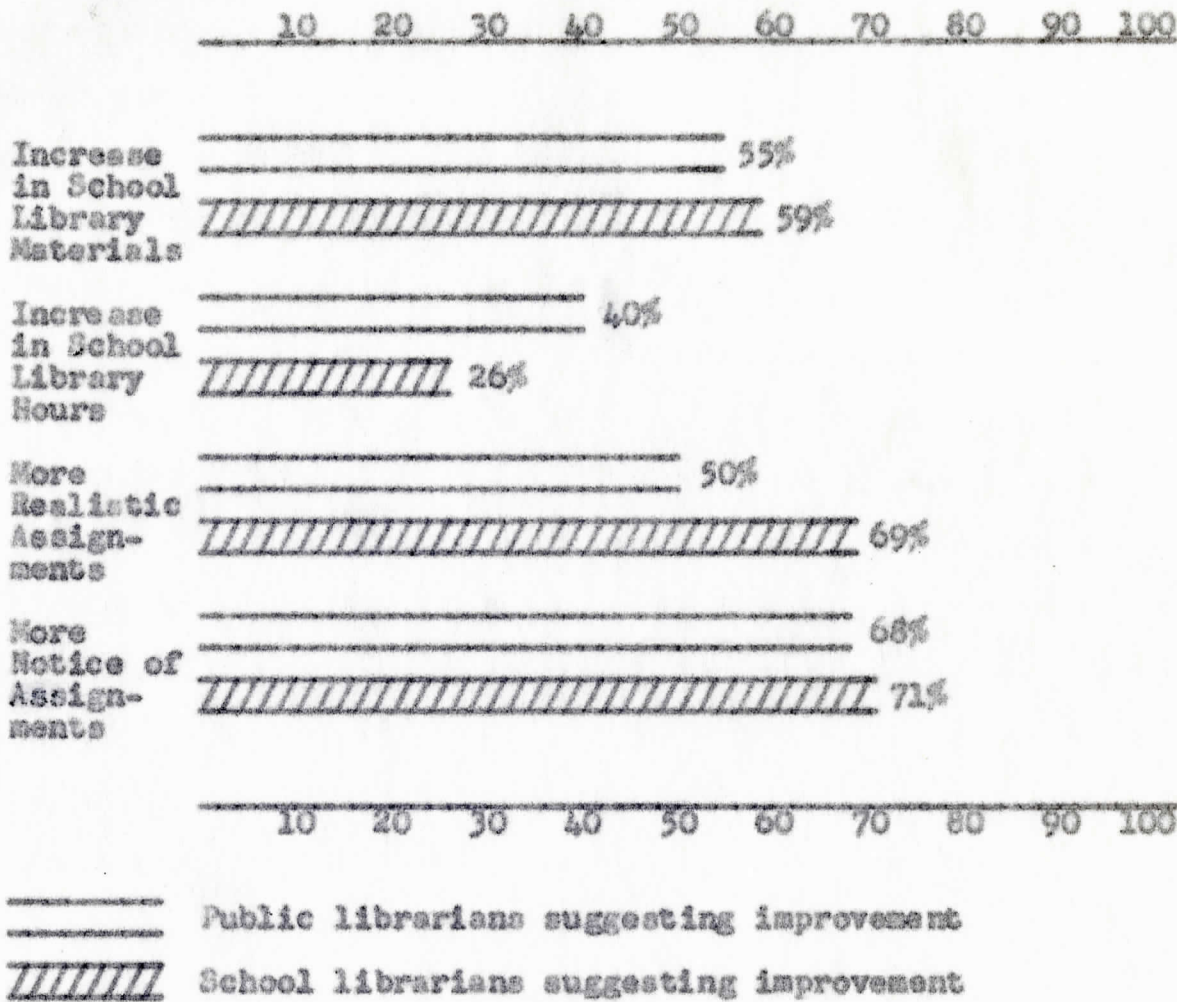


FIGURE 3

COMPARISON OF MAJOR FACTORS SUGGESTED TO IMPROVE
LIBRARY SERVICE TO NORTH CAROLINA STUDENTS

of the respective questionnaires. Adding suggestions were 119 or almost 55 per cent of the public librarians and 143 or 57 per cent of the school librarians. A considerable number in each group re-worded or emphasized the importance of improvements that could be effected by teacher cooperation and communication in regard to assignments to students.

The most frequent suggestions made by school librarians were as follows: more materials, space, etc., for school libraries, mentioned by forty-one individuals; more personnel for school libraries, thirty-nine; longer hours for school libraries, twenty-one; keeping school libraries open during the summer, eighteen; better public library facilities, materials, etc., fourteen; education of parents and/or teachers in importance of library materials, six (two stated a Library Science course should be required of all teachers); better education of adolescents in the proper use of libraries, five; more communication and/or joint meetings between public and school library officials, eight; longer hours for public library, three; and a program using junior and senior high school librarians on a part-time basis in the evenings at the public library, two.

Eight school librarians explained that longer school library hours would be of no benefit in their particular situations due to the fact that all or almost all students used school bus transportation, that students were too tired

to do library work immediately after school, that the school was in a rural area far from students' homes, etc. One librarian commented that longer hours had been tried but had not resulted in as many student patrons as officials had hoped in the late afternoon and that Saturdays were also unsatisfactory as many students were employed on those days.

On the school librarians' questionnaire, Question No. 7 offered an opportunity for these librarians to give an opinion concerning the number of students who would probably use the school library if funds and personnel made it possible for the library to remain open at night and on Saturdays. The answers were as follows: above 50%, five or 2 per cent of the librarians responding; 25%, fifty-five or 22 per cent of those answering; 10 to 25%, two librarians; 10%, forty or 16 per cent; 5 to 10%, one librarian; 5%, forty or 16 per cent; 2%, thirty-five or 14 per cent; and less than 2%, fifty-three or 21 per cent. Among those checking "2%" or less than "2%" were several librarians who added comments that they had tried the longer hours and found that the library was not used by students then.

A total of 119 or 48 per cent of the school librarians checked that they had kept their libraries open longer hours than usual for special projects. Those who had not tried keeping the library open for special projects numbered

116 or 45 per cent.

Longer hours for school libraries was a suggestion "written in" by sixteen public librarians, despite the fact that there was space in the questionnaire proper to check this recommendation. One librarian complained that school libraries in her community closed when school was dismissed, thus making heavy student traffic at the public library. Because students have to rush to try to copy information, many tear out pages and "do things they would not ordinarily do," it was declared. This librarian continued,

I think the schools need to remedy this terrible situation. Their libraries should be kept open until 5 p.m., and if necessary, have night hours. Our county public library stays open from six to nine p.m. to help take care of the heavy school assignments.

Another public librarian commented that a trial of longer hours for school libraries was in order, at the least. One said, "If the school libraries could just be open after school hours for at least 30 minutes, it would help our problem in the public library! The school libraries in this area close when the last bell rings!" A different opinion was expressed by still another public librarian, as follows:

How are you to justify longer hours when students, even urban students, must ride a bus which leaves "in 20 minutes?" That is the answer, for there is the curriculum-gear'd library, the curriculum-trained librarian. But the library will have to be scheduled as a part of the curriculum day. And far more sensibly than some other things.

On the question of school library hours, two widely

divergent programs were represented. One school librarian commented, "We never close. Library is open at night on the honor system with principal's permission." The other extreme was reported by a public librarian in a community where students use the public library even during school hours. This librarian commented,

I hope that ours is a purely local problem, and that when the school board bond issue is passed, and when we are able to build consolidated high schools, the school library will be available to students throughout the school day--not for a matter of one or two class periods. Until such time, however, we see no alternative but to continue spending a disproportionate amount of our small budget on school-related books.

As one of the suggestions for improvements at the end of a questionnaire, a school librarian recommended the policy of having all school libraries loan all materials, including encyclopedias and other reference works, on an "overnight" basis. Thus, school library reference materials could be used by students even during the hours the library was closed. This would help a great deal toward solving student library problems, it was stated.

In response to Question No. 9 on their questionnaires, a very high percentage of school librarians indicated that they were already following this policy or a similar one. The question was: "Do almost all your books, including many reference materials, circulate at least 'overnight'?" A total of 201 or 81 per cent answered in the affirmative, with only thirty-three or 12+ per cent stating that they did

not circulate reference materials. Several of those who gave negative replies specified "not encyclopedias." One librarian indicated her approval of a liberal check-out policy with the answer, "Yes--everything!"

In addition to the suggestions, changes, and additions already mentioned, other recommendations by school librarians to brighten the picture of library service to students in North Carolina included the following: relieving school librarians of duties other than those connected with the library; employment of younger public library personnel; allowing more time in the school day for teaching the use of library materials; more training for library staff members; establishment of technical processing centers; better book checking system before and after use by students, on the part of public librarians; shorter loan period for public library books; stricter enforcement of rules by public library; sending similar questionnaire to students, such as members of Student Government Councils or Library Clubs; addition for the library of a copier, and planning a functional library program.

Three school librarians called attention to the fact that school libraries in North Carolina were progressing. One stated that the situation was "better now with federal funds;" another commented, "improving," and one said, "Schools are meeting the needs of students more now." A

public librarian made the optimistic comment that in that county "the situation is greatly improved within the past two years."

The need for better training of adolescents in use of the library was suggested by ten public librarians. However, the total group rated their teen-age patrons fairly high on ability to use library facilities in spite of scattered complaints such as those that the students did not understand cross references and were "too lazy" to look up materials for themselves. Public librarians indicating that the majority of their adolescent patrons could use the card catalog numbered 132 or 60 per cent. There were ninety-two who checked that most of their teen-agers could use the Reader's Guide to Periodical Literature, and eighty-seven indicated that the majority of their adolescent patrons could do their own research as expected in teacher assignments. A suggestion was made that part of the usual school instruction in usage of library materials should be done at the public library. Better training of adolescents--but in behavior and/or prompt return of books--was advocated by five public librarians.

"Better cooperation" was mentioned as a needed improvement by nine public librarians. Four of these sought better relations between public and school librarians, and four thought matters could be improved by better

cooperation of three groups--public librarians, school librarians, and teachers.

Pointing toward an improvement that could be effected within their own ranks, two public librarians suggested that the cooperative effort of public librarians to initiate a book catalog would be helpful. One of these commented on the advantage of a book catalog that a teacher could consult in her own classroom when planning assignments. Another librarian suggested that more professional preparation for public library personnel was needed, adding "many 'librarians' create problems for themselves."

Scheduling of library time for students within the curriculum day was recommended by three public librarians, and two emphasized that banning of pictures to illustrate reports would improve conditions. Four others commented that joint planning sessions by school and public librarians could be beneficial. There were three public librarians who stated that there was no apparent understanding or recognition of the role of the library on the part of administrators and teachers. Two librarians suggested that school libraries should relax their rules and stop exercising strict discipline so that students would enjoy going there. In regard to this, one commented,

If the school libraries were open into the evenings and Saturdays and discipline were relaxed a little, the students would be there, as well as here. As long as "shush discipline" exists in the after hours school

library, the students will continue to prefer the more relaxed atmosphere of the Public Library. I don't mean to let bedlam reign, but permit a little quiet conversation, smoking, and lounging.

However, as much as we would love to see some of the work done in the school library, as well as light research, we realize that the students will have to come where the material is, and a great bulk of ours is periodical usage--the schools just don't have room to keep more than the last five years of back issues and at least 75% of their need is over five years back.

A book catalog for the public libraries of North Carolina would let the students know what is available, and would help the teachers in making more realistic assignments.

One public librarian reported the organization in that community several years ago of a librarian's council, which has met twice a year for the purpose of discussion of mutual problems and creation of a spirit of closer cooperation between public, school, and church librarians. The suggestion was made that librarians in other communities might try such an organization. Another recommendation was that a committee composed of both public and school librarians who belong to the North Carolina Library Association be appointed to make a further study of how library service to adolescents could be improved in the state.

Other recommendations suggested by public librarians included the following: that schools hire a person to be at the public library after school hours to help students; that schools emphasize to their students that school libraries should be used first; that school library supervisors

be added in communities lacking them; that efforts be made to stimulate more community interest in the public library; more free time be given to adolescents for reading; that library personnel be trained in psychology of adolescence; that paperbacks be made available for purchase; that more and better trained librarians be employed in schools; that adolescents be asked for suggestions; that more adequate subject cataloging be used; and that more books should be bought for adolescents and special shelves of materials be marked for students in public libraries.

The percentage of public libraries reporting that they withheld some privileges from adolescent patrons was small. Among the privileges not allowed teen-agers in some of the public libraries were the following: smoking, checking out of rare or expensive books, checking out of audio-visual equipment and materials, reserving of books, access to vertical files, and checking out an unlimited number of books.

Several public librarians supplied additional sheets of information along with returned questionnaires, the additions being library rules or descriptions of services or of experiences in a particular library community. In addition to services listed in Question No. 7 of the Public Librarian Questionnaire, one city library volunteered that the staff also did the following: gave direct assistance,

when requested, in developing units of study, including bibliographies; checked out "teachers' packs" collections for classroom use for as long as nine weeks, and sent to each teacher at the beginning of the year a packet of materials, including copies for all the students of guides to use of the library, a supply of assignment post cards, and a list of the library's holdings in the field of education. The assignment post cards have been presented to teachers for the past four years, but during that entire period only about a dozen have been sent in to the public library with assignments listed, it was reported.

Only forty-six or 18 per cent of the school librarians checked that they advised the public library in advance of assignments which might cause heavy student use there. One commented that she did whenever she was "in on the secret." There were sixty-one, or 24 per cent, of the school librarians who reported furnishing copies of school reading lists to the public library. A total of eighty-four, or 34 per cent, said they served in a liaison capacity between teachers and the public library.

There were 109, or 44 per cent, of the school librarians who included in student library lessons rules for the public library, instructions on how to find materials there, and proper library behavior. Supporting the public library in punishment of students who violated rules there, were

only thirty, or 14 per cent.

Of the school librarians, there were thirty-six who reported that they circulated books to adults; several of these explained that the books were checked out through students for relatives. Reference questions were answered for adults by forty-seven school librarians. A small number stipulated other services rendered in the community; most prominent of these was circulation of audio-visual equipment.

Many public librarians indicated that they performed services for the schools. Those who placed nonfiction works on reserve at the request of school personnel numbered 112 or 51 per cent. Fiction titles were placed on reserve for students by ninety-six or 43 per cent. A total of eighty-four or 38 per cent indicated that they loaned works to school libraries. One public librarian volunteered the opinion that all bookmobile service to schools should be stopped in order to force school libraries to build their own book collections.

CHAPTER V

SUMMARY AND CONCLUSIONS

The importance and difficulties of providing adequate library service to adolescents has been a matter of national concern for several years. There has been discussion of the responsibilities of both school and public libraries in meeting the needs of students.

It was not feasible to explore the question of how student needs were being met in the entire United States. However, it was important to ascertain what the situation was in North Carolina and what improvements were needed. Thus, the express purpose of this study was (1) to discover how many North Carolina communities had been involved with disproportionate student usage of the public library during the past two years; (2) what steps had been taken by school libraries to meet increased adolescent needs; (3) what solutions had been found to the problem by public libraries; (4) what cooperation existed between school and public libraries of the state in regard to this common problem, and (5) what improvements, if any, were needed to solve problems that still existed in connection with meeting adolescent library needs in North Carolina and further bettering conditions for both libraries and students in the state.

SUMMARY

Returned questionnaires from both school and public librarians indicated that although progress had been made in library service to adolescents in North Carolina during the past few years, there were many areas in which definite problems existed and where improvements were needed to make service to students adequate.

Upgrading of school library collections, largely through utilization of federal funds, has helped to take a portion of the pressure of student demands off public libraries in the state. Despite this fact, there has been disproportionate and abusive use of public libraries by student patrons in some communities during the past two years. Guard protection and/or part-time employment of school personnel solved student misconduct problems to a great extent for some libraries.

Problems in connection with student use of public libraries stemmed largely from mass school assignments to students and from lack of advance notification of student assignments to libraries, according to a majority of those who participated in the survey. In some communities short school library hours and lack of planned time within the school day for students to use the library, appeared to place the burden of student usage on public library facilities.

CONCLUSIONS

The study indicated a need for both school and public libraries to undergo or continue self-evaluation studies in an effort to upgrade both their collections and personnel. One joint activity might be an intensified effort to recruit qualified individuals for professional librarianship in order to help fill library personnel needs. In addition to advances and increases in collections and personnel, a need existed for more cooperation between school and public librarians in some communities. United, these librarians would have greater opportunity for success in convincing the public in general of the need for adequate library funds and school administrators in particular of the important place of libraries in the lives of North Carolina adolescents.

The study pointed to a need for experimentation with changes that might result in improved service to students. For example, in some localities the decision might be to open the school library on school nights and Saturdays on a trial basis. In others the decision might be to incorporate more library time for students within the curriculum day. In some communities a trained teacher or school librarian might be employed by the public librarian to work part-time, to assist students. Certainly a need was indicated for school libraries to be open at the beginning and end of

the school year and to consider a plan whereby students can be served there throughout the school day and for at least a short period before and after classes. For example, if a librarian can not cope with service to students on the opening day of school, he can at least arrange to offer classroom loans of books, periodicals, and other materials to teachers for the use of students. Since time-consuming inventories and cataloging of new materials need to be done especially at the beginning and end of the school year, it would be advantageous to have all secondary school librarians employed on a ten-month basis. Then school libraries could be open from the beginning to the end of the school year without undue hardship.

Since the school librarian would be more closely associated with teachers in his school, he appears to be the logical person to serve in a liaison capacity between the faculty and the public library. If teachers were convinced that they and their students would benefit from having more and better materials available by staggering their units, the majority might try this plan as suggested by the librarian. Even if study units were staggered only by school, such a plan would be helpful to a public library in the community.

The school librarian would have the primary responsibility of convincing teachers that libraries could serve

students more effectively if they had advance notice and if students had a variety of research topics from which to choose. Public librarians could contribute much toward improvement of the total program of service to students by publicizing the advantages of staggering units and of assignment notification. School libraries that have not already done so might investigate the possibility of obtaining a micro reader or readers and beginning a microfilm library of periodicals to increase reference holdings. Back issues would then not present the storage problem that has discouraged school libraries from keeping periodicals for more than a few years. More adequate periodical holdings in school libraries would take care of some of the heavy student demands currently being filled by public libraries.

Inasmuch as student use of libraries is an important part of the educational process, all North Carolina teacher preparation colleges and departments might consider requiring a course in correlating classroom instruction with the library. If taught by a qualified professional librarian, prospective teachers might enter the field much better prepared to assist students in research and more cognizant of some of the problems that librarians have. More understanding and cooperation might be the result, and teachers, students, and librarians would all benefit, in this case.

In the state and in the community school and public

librarians could best meet the challenge and opportunity that have accompanied the influx of student patrons through cooperative efforts. Several projects that might serve to improve conditions for students and libraries include the following: 1. Following up library instruction at schools with visits to the public library, the students being accompanied by teachers and/or librarians, with assignments requiring the use of reference tools school libraries may not have; 2. Periodic conferences between librarians of the community or formation of a local librarians' council; 3. Soliciting through school librarians the aid of student leaders to present the public library story to their schools; 4. Asking teachers to work through school librarians with book lists and assignments that would entail heavy student traffic and to have their students use materials in school libraries before visiting public libraries.

Consideration of public libraries is directed to the advantages of formation of a book catalog that would list holdings of all North Carolina public libraries, as was suggested. The two groups, school and public librarians, can serve teen-age students of the state most effectively in their search for and assimilation of knowledge through joint efforts and cooperative planning. Only when these groups can also enlist the full support and aid of the general public and the confidence of school administrators

and teachers in an ambitious and dynamic library program for teen-agers, will they be able to meet the challenge of today's school curricula adequately. The North Carolina Library Association might perform a valuable public service by appointing a strong and politically astute committee from throughout the state to work with the North Carolina Public Library and the North Carolina State Department of Public Instruction in further study of how libraries are meeting adolescent needs with a view to definite improvements in communities and areas where these were found to be needed. Active interest of the newly-organized North Carolina Citizens for Better Libraries could also be solicited.

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APPENDIX

QUESTIONNAIRE FOR PUBLIC LIBRARIANS
(Please check the appropriate answers)

1. Is there a high school library in your community?
☐ Yes ☐ No
2. Is there more than one secondary school whose students use your library? ☐ Yes ☐ No
3. If answer to 2 is yes, how many schools "feed" into your library or librarians? ☐ 2-5 ☐ 5-10 ☐ More than ten
4. In your opinion is library service to adolescents adequate in the community? ☐ Yes ☐ No
5. Do you think it could be improved by any of the following:
☐ Increase in school library materials
☐ Longer hours kept by school library or libraries
☐ Increase in school library personnel
☐ More realistic assignments on the part of teachers
☐ More cooperation regarding advance notice of school assignments
☐ Other (please state)
6. Are relations between secondary school library personnel in your community and your staff: ☐ Excellent
☐ Good ☐ Fair ☐ Poor
7. Do you on request of school personnel do the following:
☐ Place on reserve non-fiction works
☐ Place on reserve fiction titles
☐ Lend works to school libraries
☐ Return school books found in your library
☐ Other (please state)
8. Are the majority of your adolescent patrons able to do the following:
☐ Use the card catalog
☐ Use the Reader's Guide
☐ Do own research as expected in teacher assignments
9. In the past two years have you had experience with any of these problems:
☐ Noisy, disturbing behavior by adolescents
☐ Library space and books being monopolized by teenagers
☐ Vandalism by adolescents (clipping of magazines and books, "lifting" of materials, damage of furniture, etc.)

☐ Library used as evening social gathering place for teen groups

☐ Student misconduct and/or vandalism serious enough to warrant some form of police or guard protection

10. Are adolescents denied any library privileges extended to adults? ☐ Yes ☐ No
11. If answer to Question 10 is "yes," please state privileges unavailable to adolescents.
- 1.
 - 2.
 - 3.
 - 4.
12. Do you have any suggestions for improving library services to adolescents and/or helping to relieve public libraries in North Carolina of problems in connection with assisting in meeting increased student library needs?

QUESTIONNAIRE FOR SECONDARY SCHOOL LIBRARIANS
(Please check appropriate answers)

1. Is there a public library in your community?
☐ YES ☐ NO
2. If not, does the school library perform any services to the community, such as:
☐ Circulates books to adults
☐ Answers reference questions for adults
☐ Other services (please state briefly)
3. If there is a public library available:
 - a. Are relations between your library staff and the public library staff:
☐ Excellent
☐ Good
☐ Fair
☐ Poor
 - b. Do you or your school co-operate with the public library by:
☐ Serving as liaison between teachers and public library
☐ Furnishing copies of school reading lists
☐ Advising public library in advance of assignments which may cause heavy student traffic
☐ Returning public library books found at school
☐ Including in your student library lessons rules for the public library, instructions on how to find materials there, and proper library behavior
☐ Supporting the public library in punishment of students who violate rules there
☐ Other (please describe briefly)
4. Do you feel that library service to adolescents in your community is adequate? ☐ YES ☐ NO
5. In your opinion could it be improved by any of the following?
☐ Longer hours kept by the school library
☐ Increase in size and scope of the school library collection
☐ More co-operation by teachers in keeping school and public librarians informed regarding assignments
☐ More realistic attitude by teachers regarding mass assignments and materials available

- ☐ More sympathetic attitude by the public library
☐ Other (please state briefly)

6. To your knowledge have there been complaints from the public library staff in the past two years about the following:

- ☐ Students usurping space needed for adults
☐ Misconduct by students (noise, insubordination, etc.)
☐ Clipping from magazines or books, "lifting" materials or other vandalism
☐ Mass assignments by teachers
☐ Teacher assignments too difficult for students
☐ Other (please describe briefly)

7. If funds and personnel made it possible for your school library to remain open at night and on Saturdays, what percentage of the student body would probably use it then in your opinion?

- ☐ Above 50%
☐ 25%
☐ 10%
☐ 5%
☐ 2%
☐ Less than 2%

8. Have you ever tried staying open longer hours for special projects?

☐ YES ☐ NO

9. Do almost all your books, including many reference materials, circulate at least "over night?"

☐ YES ☐ NO

10. Do you have any suggestions for improving library services to students and/or helping to relieve public libraries or North Carolina of problems in connection with helping to meet increased adolescent needs? (Please explain.)